

Student Packet

Apologetics

Fourth Edition
Course Number THE3013

YOU WILL USE THIS STUDENT PACKET WITH THE FOLLOWING MATERIALS

Apologetics: A Study Guide by William Menzies (Fourth Edition)
Know Why You Believe by Paul E. Little (Fourth Edition)
A Christian Appeal to Reason by Bernard L. Ramm
The Holy Bible

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Instructions
Checklist of Study Methods/Student's Planner and Record
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Student's Request to Take Final Examination
Unit Progress Evaluation Answer Keys

CHECKLIST OF MATERIALS TO BE SUBMITTED TO THE ENROLLMENT OFFICE

Pages to be submitted are marked with this symbol:



After Taking Unit Progress Evaluation 2

Student's Request to Take Final Examination

After Taking Unit Progress Evaluation 3

Service Learning Requirement

Project

The address of your local enrollment office is:

Global University
1211 South Glenstone Avenue
Springfield, Missouri 65804
USA

Global University
Springfield, Missouri, USA

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Fourth edition 2004

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TO BE USED WITH:

Study Guide Fourth Edition
Grading Packet Fourth Edition
(For Grader's Use ONLY)

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STUDENT PACKET INSTRUCTIONS

THE3013 Apologetics

Studying for Maximum Learning

Use the following forms to improve your study methods and use of study time:

*Checklist of Study Methods
Student's Planner and Record*

Asking Your Advisor a Question

Use the *Question/Response Form* to send any questions you may have to your advisor.

Correcting the Self-Tests in Your Study Guide

Answers to the self-tests found in your study guide are included in this packet.

Taking Your Unit Progress Evaluations

1. Review the lessons in each unit before you take the unit progress evaluation (UPE). Refer to the form *Checklist of Study Methods* in this packet.
2. Answer the questions in each UPE without referring to your course materials, Bible, or notes.
3. Look over your answers carefully to avoid errors.
4. Check your answers with the answer keys provided in this packet. Review lesson sections pertaining to questions you may have missed. Note: The UPE scores do not count toward your course grade, but they may indicate how well you perform on the final examination.
5. On your *Student's Planner and Record* form, enter the date you completed each UPE.
6. When you are ready to complete the next to the last UPE, submit the form *Student's Request to Take Final Examination* to your enrollment office. If you do this, you will be able to take the final examination without delay when you complete the course.
7. Submit to your enrollment office the items listed on the cover of this packet in the section *Checklist of Materials to Be Submitted to the Enrollment Office*. Record on your *Student's Planner and Record* form the date you submitted each item.

Completing Your Service Learning Requirement

This course requires you to do a service learning requirement (SLR) assignment and submit a report. You must submit the SLR Report before or at the time you take the final examination. The SLR instructions are included in this packet before the project instructions.

Completing Your Project

This course requires you to do a project. You must submit this project before you take your final examination. Project instructions are included in this packet.

Taking Your Final Examination

1. You will take the final examination in the presence of an approved examination supervisor. You may be asked to suggest the name of an appropriate examination supervisor if your enrollment office does not already have one in your area.

2. Review for the final examination in the same manner in which you prepared for the UPEs. The final examination covers material drawn from the lessons, self-tests, and UPEs. Refer to the form Checklist of Study Methods under "End-of-Unit Review" for further helpful review hints.
3. After you have completed your examination, your examination supervisor will send your final examination booklet and answer sheets to the appropriate office for forwarding to the International Office in Springfield, Missouri. It may take a number of weeks for you to receive your final grade report from your enrollment office.

CHECKLIST OF STUDY METHODS

- If you carefully follow the study methods listed below, you should be able to complete this course successfully. As you complete each lesson, mark a √ in the column for that lesson beside each instruction you followed. Then continue to study the remaining lessons in the same way.

STUDY METHODS		√																	
LESSONS		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. Read the introduction in the study guide so that you will know how to use the guide.																			
2. Study the table of contents to see how unit titles and lesson titles organize course content.																			
3. Pace yourself so that you study at least two or three times a week.																			
4. Before you study each lesson, read its key word list and look in the glossary for the definitions of words whose meanings are unfamiliar to you. Use the dictionary as necessary to clarify other difficult words.																			
5. Read Scripture references in more than one translation of the Bible if at all possible for better understanding.																			
6. Underline, mark, and write notes in your study materials.																			
7. Use a notebook to write additional notes and comments.																			
8. Answer each question before you look at the answer provided.																			
9. Correct answers to all questions for each section before you begin to study the next topic.																			
10. Review the lesson development (explanations, questions, answers) before you take the self-test.																			
11. After you have taken the self-test, check your answers with those provided and review the materials related to any questions you answered incorrectly.																			
12. Take any opportunities you may have to discuss with others what you are learning.																			
13. Apply what you have learned in your spiritual life and ministry.																			
END-OF-UNIT REVIEW																			
14. Review for each unit progress evaluation by rereading the																			
a. lesson outlines to recall what you learned under each topic.																			
b. lesson objectives to be sure you can do what they state.																			
c. questions you answered incorrectly in the lesson development or the self-test.																			
d. lesson development for topics you need to review.																			

- Use the Student's Planner and Record on the back of this page for an up-to-date record of your progress in this course.

STUDENT'S PLANNER AND RECORD

- These charts are for you to record your personal progress in this course. Be sure to keep them up to date for quick reference.

LESSONS

- In the boxes below, record the unit number, the date you expect to complete each lesson, the date you do complete the lesson, and the date of review.

Unit	Lesson	Expected	Actual	Date Reviewed
	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
	11			
	12			
	13			
	14			
	15			
	16			
	17			
	18			

FINAL EXAMINATION: Be sure to mail your request in time to receive your appointment before you finish studying and reviewing the course.

- Record below the dates you submit answer sheets, projects, and other requested forms to your enrollment office. Also record your percent grade for each graded item.

UNIT PROGRESS EVALUATIONS

	Date Completed
Unit Progress Evaluation 1	
Unit Progress Evaluation 2	
Unit Progress Evaluation 3	
Unit Progress Evaluation 4	
Unit Progress Evaluation 5	
Unit Progress Evaluation 6	

WRITTEN ASSIGNMENTS/FORMS

	Date Submitted	Score
Service Learning Requirement (if required)		
Project		
Collateral Reading Assignment (if required)		
Student's Request to Take Final Examination		
Final Examination		

- Use the Checklist of Study Methods on the back of this page to help you develop good study habits.

Appointment for Final Examination

Date _____

Hour _____

Place _____

Examiner _____



QUESTION/RESPONSE FORM

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Date.....

Your Name Your Student Number

If you have a question concerning your course or academic policies, use this form to write to your advisor. Write your question clearly in the space provided. Your advisor will respond in the space reserved for this. Send this form to the office that is supervising your study program.

YOUR QUESTION:

FOR YOUR ADVISOR'S RESPONSE:



QUESTION/RESPONSE FORM

THE3013 Apologetics, Fourth Edition

Date.....

Your Name

Your Student Number

If you have a question concerning your course or academic policies, use this form to write to your advisor. Write your question clearly in the space provided. Your advisor will respond in the space reserved for this. Send this form to the office that is supervising your study program.

YOUR QUESTION:

FOR YOUR ADVISOR'S RESPONSE:



INTRODUCTION

6

Part

ment of the organization's history

and its history.

This will make the organization's history more accessible, easier to understand, and more meaningful. It will also help to strengthen the organization's identity and mission, and to inspire others to learn about its history and values.

INTRODUCTION

INTRODUCTION



QUESTION/RESPONSE FORM

THE3013 Apologetics, Fourth Edition

Date.....

Your Name

Your Student Number

If you have a question concerning your course or academic policies, use this form to write to your advisor. Write your question clearly in the space provided. Your advisor will respond in the space reserved for this. Send this form to the office that is supervising your study program.

YOUR QUESTION:

FOR YOUR ADVISOR'S RESPONSE:

ANSWERS TO SELF-TESTS THE1013 Apologetics

Lesson 1

- 1 d) philosophical apologetics.
- 2 c) Christian evidences, which validate the biblical record.
- 3 a) the believer's search for general principles governing life should be undertaken within the framework of God's revelation.
- 4 a) faith and reason.
- 5 c) agrees with facts that cannot be disputed.
- 6 False
- 7 True
- 8 False
- 9 False
- 10 True
- 11 c) Correspondence
- 12 b) Meaningfulness
- 13 a) Logic
- 14 d) Subjectivity
- 15 a) Factual apologetics
- 16 c) Polemics
- 17 d) Philosophy
- 18 a) Factual apologetics
- 19 Your answer may be similar to this: Both faith and reason are important to the task of apologetics. Faith describes a personal relationship with Jesus Christ and a trust in the truthfulness of God's Word. But faith can be tested by the questions and problems of life and doubts can arise. Reason involves logic or rational thought. Christians must interact with truth claims and be able to defend the truthfulness of their Christian beliefs in a rational way.
- 20 We saw that both Peter and Paul made strong defenses of their Christian faith when they faced accusers and that as a result many people became believers. This confirms that the apologetic task is useful as a tool of evangelism.
- 3 True
- 4 False
- 5 False
- 6 True
- 7 True
- 8 True
- 9 True
- 10 False
- 11 True
- 12 False
- 13 d) Philosophy
- 14 b) Epistemology
- 15 a) Metaphysics
- 16 c) Axiology
- 17 c) Pragmatism
- 18 e) Consistency
- 19 b) Feeling
- 20 a) Custom
- 21 c) Christian agnosticism
- 22 a) Christian rationalism
- 23 b) Logical Christianity
- 24 d) Autonomous Christianity
- 25 a) It relates to a moral issue.
b) Man is morally depraved. A person may accept the truth of God with his or her intellect yet reject Him on moral issues. Such a person is unwilling to make the commitment to live according to the entailments integral to Christian truth.

Lesson 2

- 1 True
- 2 False

- 1 d) revelations and actions of the living God.
- 2 a) supernatural events that dramatically reveal God and His plan.
- 3 c) single story of God and His plan of salvation for humankind.
- 4 a) Probabilists

- 5 d)** Holy Spirit has broken through the unbeliever's sinfulness with assurance of its truth.
- 6 b)** witness of the Spirit to the truth.
- 7 b)** a systematic, unified whole grounded in faith.
- 8 c)** God is mysterious and beyond our logic.
- 9 a)** certitude.
- 10 d)** moral rebellion.
- 11** Cynic: believes that people are totally self-centered, insincere, and lacking in integrity; they do not have pure motives; expresses sneering disbelief of the possibility of discovering truth.
- 12** Humanist: believes that the highest authority is human intelligence and therefore humans can solve their own problems through knowledge, given enough time; gives no consideration to people's evil nature but believes that if they know to do good, they will do it.
- 13** Existentialist: emphasizes immediate personal experience. Faith is a leap in the dark. The result for the atheistic existentialist is despair; life is meaningless and absurd. The only worthwhile thing people can do is to act with courage, even if the direction of this courage is meaningless or harmful.
- 14** Agnostic: a skeptic who believes that nothing can be known for certain. Nothing exists except that which can be proved by the scientific method; doubt is a way of life.
- 15** Mystic: believes that direct access to truth comes only through immediate experience with the supernatural. This implies a rejection of revelation (the Bible) and of an intermediary (Christ); relies on subjective mystical experience to the exclusion of all else.

Lesson 4

- 1** True
- 2** False
- 3** False
- 4** True
- 5** True
- 6** False
- 7** True
- 8** True
- 9** True
- 10** False
- 11** False

12 True**13** True**14** True**15** False**16–17** In any order:

- 16** The moral argument for the existence of God is based on the idea that every person has a sense of right and wrong, a conscience, and a sense of duty. Since people do sense these things, there must be a great moral Lawgiver or God.
- 17** The aesthetic argument indicates that since all people seem to have a sense of beauty and can judge what is beautiful, this points to One (God) who has created beauty and instilled an appreciation for it in every person's heart.
- 18** People's lives are changed by the message of the gospel when they accept Jesus Christ and make Him Lord of their lives. Their obedience to the God of the Bible, which is evident by their pure lives, is a strong pointer that they serve a living God.

Lesson 5

- 1 d)** sin entered human history.
- 2 b)** man's depraved condition alienated him from God.
- 3 b)** grace.
- 4 c)** humanity is most fully known in Jesus Christ.
- 5 a)** like a ghost than a real human being.
- 6 d)** normal.
- 7 c)** no human limitations.
- 8 b)** possessed divine attributes.
- 9 d)** believe He was who He claimed to be.
- 10 a)** space.
- 11** True
- 12** False
- 13** True
- 14** False
- 15** True
- 16** True
- 17** False
- 18** True

- 19** Humans were born in a state of innocence and had daily fellowship with God.
- 20** Adam disobeyed God and rebelled against His will. Because of this, humankind's fellowship with God was broken.
- 21** Because sinful man is in a depraved condition (weakened by sin), he is alienated from God and cannot reach out to find Him.
- 22** God, in His love and by His grace, through the incarnation of Christ reached across the chasm separating Him from humankind. Jesus came to earth to provide for humanity's redemption through His death on the cross. He paid the penalty for humankind's sin.
- 23** When people respond in faith to God's grace and accept the work of Christ for them, they are reconciled to God and fellowship with God is restored.

Lesson 6

- 1 a)** The Christian faith is not just speculative philosophy, a series of logical arguments, or an ethical system, but it is rooted in historical facts, of which the resurrection of Jesus is seen as the main event.
- 2 b)** the tomb was a borrowed one located in a garden.
- 3 c)** there is a remarkable amount of agreement among the authors, each of whom recorded what he remembered.
- 4 d)** Jesus was resurrected from the dead and is alive today.
- 5 a)** was not dead but was unconscious when He was laid in the tomb.

6 True**7** False**8** True**9** True**10** False**11** A**12** A**13** B**14** B**15** A

- 16–17** Paul did not need to mention the empty tomb because what he taught about the nature of the Resurrection assumed an empty tomb.

- 18–20** If the disciples had indeed stolen the body of Christ, they would not have preached the message that He was resurrected with such fervency that they were willing to die for this belief.

Lesson 7

- 1 c)** did not make this claim about itself.
- 2 a)** *is* the Word of God.
- 3 b)** "God-breathed."
- 4 d)** 3800 times.
- 5 c)** authoritative value.
- 6 d)** whatever is said and taught by Christian theologians.
- 7 a)** revelation.
- 8 c)** the Holy Spirit guided human authors in the selection of materials and the words they wrote.
- 9 b)** dynamic inspiration.
- 10 d)** relies solely on subjective experience as a basis for faith.

- 11–15** Your answer may include any of the following:
Plenary inspiration means that all Scripture—Old and New Testaments—is inspired in its entirety. *Verbal inspiration* means that the inspiration of Scripture includes every word. Evangelicals believe biblical inspiration is an operation of the Holy Spirit by which He guided the human authors in their selection of materials and the words they wrote. They believe every Scripture and every word written was inspired by the Holy Spirit, and that the original autographs are inerrant, infallible, and authoritative. They also believe that the transmission of the Bible over the centuries has been remarkably free of human error, so that our Bible is the trustworthy Word of God.

Lesson 8

- 1** False
- 2** False
- 3** True
- 4** False
- 5** True
- 6** False
- 7** True
- 8** True
- 9** False

- 10** True
11 False
12 True
13 b) Samaritan Pentateuch
14 d) Masoretic Text
15 a) Dead Sea Scrolls
16 c) Septuagint
17 d) Athanasius, Council of Carthage (A.D. 367–397)
18 c) Marcion to Eusebius (A.D. 150–350)
19 b) Apostolic Fathers (A.D. 95–150)
20 a) Apostolic Age (A.D. 30–100)

Lesson 9

- 1** True
2 False
3 False
4 True
5 True
6 True
7 False
8 True
9 False
10 False
11 True
12 False
13 False
14 False
15 True
16 True
17 False
18 True
19 False
20 True

21–25 Foretelling involves the prediction of future events and is not based on human wisdom. The source is supernatural, the prediction is precise, and it is eventually fulfilled.

Lesson 10

- 1** c) “violation of natural law.”
2 a) God is above the power of natural law.
3 b) miracles are possible.
4 b) miraculous signs.
5 d) attest to His deity.
6 a) reproduce suddenly, up close and small, what God is always doing in general.
7 c) not even unbelievers questioned the miracles of Jesus.
8 d) Christian
9 b) Deist
10 a) Naturalist
11 c) Pantheist
12–15 Evidence that miracles still occur today is found in the fact that people still experience the new birth, a supernatural work of God in the life of the repentant sinner. Also, believers attest to the fact that God still answers prayer; He intervenes in the normal course of human events when people pray. There is still a need for miracles today, as there was in the times of Christ and the apostles. God is compassionate and concerned about our needs.

Lesson 11

- 1** True
2 False
3 False
4 True
5 True
6 True
7 False
8 False
9 True
10 True
11 False
12 True
13 False
14 True
15 True

16 False**17** True**18** False**19** True**20** True**21** True**22** False

23 Based on what he or she has already learned and the problem he or she wants to solve, the scientist proposes a possible solution or theoretical model.

24 The scientist tests his or her hypothesis by repeating the proposed solution and reviewing the findings.

25 On the basis of the results of the experiment, the scientist may decide that he or she needs to modify the hypothesis.

Lesson 12

1 b) wholly good.

2 c) sin.

3 d) imperfection.

4 a) in order to appreciate goodness, one must experience pain.

5 a) Leibniz's theory

6 d) necessary.

7 b) created evil.

8 c) pointing to the cross of Christ.

9 b) ultimately right will triumph.

10 c) suffering is not necessarily the result of sinful acts.

11–15 Your answer may be similar to this: Humans have experienced suffering and evil because of their choice to disobey God's will. But God has already acted to break the power of suffering and evil through His Son, Jesus Christ. In His mercy, He permitted His Son to pay the penalty for sin. In His grace He bestows upon repentant sinners the righteousness of Christ. He desires that all people accept His offer of mercy and grace. The day is coming when Satan and all the powers of evil will be banished by God. That will be the end of suffering and pain for those whom God has redeemed.

Lesson 13

1 True

2 False

3 True

4 False

5 False

6 False

7 True

8 True

9 False

10 True

11–15 Your answer may be similar to this:

- a** Subjective experience refers to one's personal relationship with Jesus Christ, which brings inner peace, joy, fulfillment, moral strength, purpose in life, and freedom from guilt, fear, and loneliness. It involves fellowship with Christ and fellowship with other believers in Christ.
- b** External or objective substance refers to trustworthy historical documents (the Old and New Testament books) which furnish valid data that the claims of Christianity are true. These documents give evidence of the deity and resurrection of Christ and the truthfulness of the claims of Christ. They are supported by other external substance such as archaeological discoveries and textual and historical criticism of the Bible.

SERVICE LEARNING REQUIREMENT

- *The Service Learning Requirement (SLR) is designed to demonstrate your ability to apply course content in practical ministry.*
- *The SLR assignment is not graded, but its satisfactory completion is required for you to receive credit for the course.*
- *The SLR Report must be submitted with your project before or at the time that you take the final examination.*
- *The SLR Report will not be returned to you.*

SERVICE LEARNING REQUIREMENT

Connecting the Course With the Church and the Community

THE3013 Apologetics

The Service Learning Requirement (SLR) assignment will help you apply something you learned from the content of this course to people in your life or ministry.

The SLR Assignment:

- May be completed in a ministry or non-ministry setting.
- May be completed in conjunction with a student ministry program or classroom presentation in your school or study group.
- May be completed in creative ways. Even though specific directions and guidelines are provided, you may think of different ways to complete the SLR.
- Must be completed, or you will not receive credit for the course. Submit the SLR Report with your project *before or at the time you take your final examination*. Course credit will be granted ONLY after the SLR is completed and the report submitted.
- Will not be returned to you.

YOUR ASSIGNMENT IS TO

Give a one time oral presentation on ONE or more of the following principles: knowing that God lives, knowing that God communicates, or knowing that God acts. You are to apply that principle to address objections to Christianity prevalent in your culture. If possible, this presentation should be to a non-Christian audience. The presentation should be designed in such a way that it would convince the unbeliever of the truths of Christianity. You are encouraged to use your project as your oral presentation if possible. If it is not possible to present to a non-Christian audience, then the presentation can be done in a formal or informal setting with other Christians. If it is presented to a Christian audience, please ask them to place themselves in the position of a non-Christian and consider how they might respond to your presentation.

GUIDELINES FOR YOUR ASSIGNMENT

1. Start planning and making arrangements for the SLR so it will be completed before you take the final examination for this course.
2. Prayerfully prepare your lesson or sermon from the course content. Choose a theme that was particularly meaningful to you as you studied the course, or refer to the course objectives, individual lessons, or project for ideas.
3. Divide your lesson or sermon into the following parts: introduction, body, and conclusion. Include relevant life applications and response opportunities.
4. Have someone observe you, or at least share with someone what you did. Then ask that person to provide feedback by answering the questions in Point 5 of the SLR Report. (If no one is available, completion of this part of the SLR Report is optional.)
5. Complete the SLR Report. Use additional paper if needed. Submit the SLR Report to your enrollment office before or at the time you take the final examination for this course.

Although this assignment is not graded, it is required. Therefore, you will not receive credit for this course until you complete the assignment and submit the report.

Service Learning Requirement Report

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Please print or type your responses on this form, and submit the form with your project. If you need to use additional paper, print your name, student number, course number, and course title at the top of each page. Since this report will not be returned to you, make a copy for your records and submit the original.

Student Name **Student Number** **Date**

1. Description of assignment:

Where did it take place?

Who were the recipients?

What (specifically) did you do?

How much time did you spend preparing and presenting your assignment?

What were the results?

2. Content: Summarize in 50 words or fewer the content of your sermon, lesson, or witness. State the theme and main points or principles. If your assignment was another type of event, summarize the highlights of it.

3. Application: Explain how you applied the content to yourself and to others. If you preached, taught, or witnessed, explain how you illustrated and applied your theme and course content.

4. Reflection: From this assignment, what did you learn from or about:

Yourself.....

The Lord.....

The Ministry.....

Others.....

5. Feedback: (If you could not find someone to provide feedback on your SLR assignment, completion of this part of the SLR Report is optional.)

What did you like best about the student's theme?

How could the student improve in the way he or she participated?

What other words of encouragement do you have for the student?

Name of person commenting and his or her relation or position:

PROJECT INSTRUCTIONS

This project is worth 25 percent of your final course grade and must be submitted to your enrollment office before you may take the final examination.

You will be graded on your ability to apply the principles that are taught in the course as well as your ability to follow instructions.

GENERAL INSTRUCTIONS

In preparing this project you may use your Bible, study guide, notes, and any research material you wish. The cover page is included in this packet. Fill in the appropriate information and attach it to the front of your project. You will provide the additional paper on which to complete this project. **It is very important** that you place your name, student number, course number, course title, and page number at the top of **each additional page** (see sample pages below). You are required to clearly mark each part of the answer. Be sure to write legibly, using a computer printer, typewriter, pen and ink, or ballpoint pen. **DO NOT USE A PENCIL.**

SAMPLE COVER PAGE

____ {TITLE OF PROJECT} ____
By
____ {Student Name} ____
____ {Student Number} ____
A Project
Submitted to the Faculty
In Partial Fulfillment of the Requirements for
Course Number
Course Title, Edition
Global University
Month Year

SAMPLE FIRST PAGE

SAMPLE SECOND PAGE

By

A Project

Submitted to the Faculty

In Partial Fulfillment of the Requirements for

THE3013

Apologetics, Fourth Edition

Global University

PROJECT INSTRUCTIONS

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IN THIS PROJECT YOU WILL

Identify three accusations against the Christian faith that are commonly made in your community. These accusations should relate to each of the unit topics. Analyze each accusation as to its validity and weaknesses, and write a rational biblical apologetic or response to each accusation.

Evaluate the effects of your study of this course with respect to its impact on your own understanding of how one can know that God lives, communicates, and acts in history.

YOUR PROJECT SHOULD INCLUDE

1. Three sections, each containing a written statement of an accusation commonly made against the claims of Christianity. Make sure that each accusation relates directly to a unit topic. Explain the source and strength of the accusation.
2. An analysis of the accusation with respect to its strengths and weaknesses.
3. A rational biblical apologetic or response to the accusation containing at least four evidences which would be appropriate to persuade the critic to change his or her opinion and be convinced of the truth of Christianity. Remember to present your response in such a way that it could be used effectively with a non-Christian audience. Your assignment is to defend the essential beliefs (doctrines) of the Christian faith to non-Christians in a logical and loving manner. The assignment does NOT include defending the conservative Christian political movement(s) in the United States. Though some issues overlap, the two are separate disciplines and should not be confused. Political papers will not satisfy the requirements for this project.

DIRECTIONS

Arrange your analysis outline as follows:

UNIT 1: Knowing That God Lives (300–400 words; Value: 6 points)

- A. Accusation
- B. Analysis of accusation
- C. Apologetic response

UNIT 2: Knowing That God Communicates (300–400 words; Value: 6 points)

- A. Accusation
- B. Analysis of accusation
- C. Apologetic response

UNIT 3: Knowing That God Acts (300–400 words; Value: 6 points)

- A. Accusation
- B. Analysis of accusation
- C. Apologetic response

CONCLUSION: Evaluate the effects of your study of this course with respect to its impact on your own understanding of how one can know that God lives, communicates, and acts in history. (100–200 words; Value: 2 points)

The total assignment should be 1000–1400 words. If it is not possible for you to type the assignment, you may submit it in handwritten form, but your writing must be legible. This project is worth 25 percent of your course grade and should be submitted to your enrollment office before or at the time you take your final examination.

Recommended Resources for Apologetics Project

Beckwith, Francis J., William Lane Craig and J.P. Moreland, eds., *To Everyone An Answer: A Case for the Christian Worldview*. Downers Grove, IL: InterVarsity Press, 2004.

Carson, D.A. 2002. *The Gagging of God: Christianity Confronts Pluralism*. Grand Rapids, MI: Zondervan.

Cowan, Steven B. and Stanley N. Gundry, eds. 2000. *Five Views on Apologetics*. Grand Rapids, MI: Zondervan.

Evans, Stephen C. 2002. *Pocket Dictionary of Apologetics and Philosophy of Religion*. Downers Grove, IL: InterVarsity Press.

Morison, Frank. 1987. *Who Moved the Stone?: A Skeptic Looks at the Death and Resurrection of Christ*. Grand Rapids, MI: Zondervan.

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UNIT PROGRESS EVALUATIONS

The unit progress evaluations (UPEs) are designed to indicate how well you learned the material in each unit and how well you may do on the final examination.

Answer the UPE questions without referring to your course materials, Bible, or notes.

When you have completed each UPE, compare your answers with those in the UPE answer keys in the back of this student packet. Review any items you may have answered incorrectly.

CHONTA

UNIT PROGRESS EVALUATION 1

THE3013 Apologetics

(Unit 1—Lessons 1–4)

PART 1—MULTIPLE-CHOICE QUESTIONS

■ Select the best answer to each question

- 1** A validation of Christianity on the basis that the Christian viewpoint is reasonable falls in the category of
a) factual apologetics.
b) polemics.
c) defensible truth claims.
d) philosophical apologetics.
- 2** Factual apologetics appeals to arguments for the trustworthiness of the Bible based on evidence such as
a) theistic proofs.
b) history and archaeology.
c) subjective experience.
d) one's world-and-life view.
- 3** An apologist might describe the entire book of Job as an attempt to
a) question God's failure to act.
b) justify God's dealings with man.
c) defend Job's character.
d) explain why Job was made to suffer.
- 4** The apostle Peter is an example of one who recommended the use of apologetics for the purpose of
a) winning a philosophical argument with a non-Christian.
b) judging the actions of others.
c) engaging in evangelism through reasonable argumentation.
d) proving with no room for doubt the existence of God.
- 5** The first function of Christian apologetics, according to Ramm, is to
a) prove the existence of God.
b) interact with truth claims.
c) defend one's personal experience of salvation.
d) support the doctrines of the church.
- 6** The practical test of the truth claims of Christianity determines whether or not the claims are
a) meaningful.
b) logical.
c) argumentative.
d) consistent.
- 7** When a Christian submits his or her faith to the tests of truth, the result should be
a) wholeness or integrity.
b) ability to argue correctly.
c) reasonable doubts about some issues.
d) naive, childlike faith.
- 8** The apologist should view philosophy as a
a) work of Satan himself.
b) means of validating Christian theology.
c) competitive world-and-life view.
d) tool for writing Christian theology.
- 9** The study of ultimate reality or what lies beyond physical nature is called
a) philosophy.
b) axiology.
c) metaphysics.
d) ethics.
- 10** The belief concerning Christianity of many existentialist philosophers is that
a) reason is for the natural world and faith is for the spiritual world.
b) one finds God through reason followed by faith.
c) only reason can demonstrate the validity of Christianity.
d) after the faith experience, the truth of Christianity can be verified.
- 11** The belief that faith is first established in the heart and is consistent with reason describes the view called
a) logical Christianity.
b) Christian agnosticism.
c) autonomous Christianity.
d) Christian rationalism.
- 12** Pragmatism as a test for truth is based on
a) what the majority accepts as truth.
b) that which fits the facts of experience.
c) the meaningfulness of an idea.
d) agreement of one idea with another.
- 13** The best test of truth is
a) instinct.
b) coherence.
c) consensus opinion.
d) empiricism.

THE3013 Unit Progress Evaluation 1

14 The choice for Christianity involves entailment or

- a) a survey of all available options.
- b) acceptance of what this choice requires of one.
- c) natural reason unaided by faith.
- d) an element of personal interpretation of what this choice means.

15 The product of the Holy Spirit's convicting of a person and persuading him or her of truth is, for the believing person,

- a) naive faith.
- b) need for assurance.
- c) objectivity.
- d) certainty.

16 Fullness of conviction refers to the

- a) Holy Spirit's illumination of the Word to the believer.
- b) Spirit's persuasion of the unbeliever on the basis of logic and Scripture.
- c) assurance that the Bible is a source of truth about Jesus Christ.
- d) witness of the Spirit to the reality of a personal encounter with Jesus Christ.

17 According to Ramm, what is the supreme miracle of God recorded in the Bible?

- a) The resurrection of Jesus Christ
- b) The crucifixion of Jesus Christ
- c) The creation of the world
- d) The salvation of a human soul

18 The Crucifixion is described in our study as a miracle because it is

- a) supernatural only in its timing.
- b) an unusual occurrence.
- c) a very important event in history.
- d) a natural event with supernatural consequences.

19 The view that scientific, archaeological, and historical data are sufficient in themselves to convince skeptics of Christianity's divine origin is held by

- a) existentialists.
- b) naturalists.
- c) negativists.
- d) evidentialists.

20 To which of these does Ramm contribute the view that Christian evidences will not impress a person in his sin because he cannot, in his sinful condition, reason correctly?

- a) John Calvin
- b) Evidentialists
- c) Negativists
- d) Probabilists

21 Synoptic vision means that the believer's understanding about man, the world, and God is formed by his or her

- a) intellectual pursuit of truth.
- b) faith based on revealed truth.
- c) personal daily experiences.
- d) experience of the miraculous.

22 Which of these is an example of interpretative elements in synoptic vision?

- a) A range of feelings between freedom and guilt
- b) Critical study of documents
- c) A psychological understanding of man
- d) Corporate worship

23 In applying the test of coherence to theology, one must recognize that

- a) while there are limitations, much of Scripture can be tested by coherence.
- b) none of Scripture can be subjected to the test of coherence.
- c) God's revelation is well within the grasp of the human intellect.
- d) there are no mysteries in God's self-disclosure.

24 Spiritual certitude differs from certainty in that spiritual certitude is based on

- a) faith in the divine revelation.
- b) historical facts.
- c) a high degree of probability.
- d) one's own instincts.

25 Of these doubters of Christianity, which one believes that if people are properly educated about right behavior, they will do what is right?

- a) Cynic
- b) Mystic
- c) Humanist
- d) Agnostic

26 A typical existentialist view of faith describes it as

- a) a blind leap in the dark.
- b) a theory without substance.
- c) a form of cynical self-interest.
- d) an assumption derived from known facts.

27 We have seen that there is a strong correlation between spiritual blindness and

- a) honest doubt.
- b) mystical experience.
- c) moral rebellion.
- d) naive faith.

THE3013 Unit Progress Evaluation 1

28 The term honest doubt indicates that a person

- a) refuses to accept the truth of Christian evidences.
- b) has a closed mind concerning spiritual matters that he or she does not understand.
- c) may be a believer and still have questions concerning God's actions.
- d) does not recognize that where there is faith there can be no doubt.

29 A posteriori arguments for the existence of God are

- a) inductive—relating to or derived by reasoning from observed facts.
- b) deductive—relating to or derived by reasoning from self-evident propositions; presupposed by experience.
- c) reductive—relating to a division of philosophy that is concerned with the fundamental nature of reality and being.
- d) postductive—relating to a twentieth-century movement in Protestant theology.

30 The idea of a Prime Mover (God) is related to which of these arguments of Thomas Aquinas?

- a) Gradation of being
- b) Nature of the efficient cause
- c) Governance of the world
- d) Argument from motion

31 According to the Gradation of being argument, God is pictured as the

- a) prime mover.
- b) first efficient cause.
- c) architect of the universe.
- d) fullness of perfection.

32 The teleological argument for the existence of God is also known as the argument

- a) from motion.
- b) from design.
- c) of contingency.
- d) of possibility and necessity.

33 The a posteriori argument which is seen by apologists as having the greatest strength as a tool for witnessing is the

- a) ontological argument.
- b) teleological argument.
- c) existential argument.
- d) contingency argument.

34 The ontological argument states that

- a) man's finitude creates in him a longing for an Infinite Being.
- b) the very idea of God proves that He exists.
- c) man can have a subjective, mystical experience of God.
- d) the transforming power of the kerygma proves God's existence.

35 Which of these is an a priori pointer to the existence of God?

- a) Causation
- b) Possibility and necessity
- c) Man's ability to perceive
- d) Governance of the world

36 The existential argument for the existence of God is based on

- a) an objective account of historical events related to the people of God.
- b) rational support for belief in God, such as archaeology and the Bible.
- c) the subjective involvement or inward passion of the knower.
- d) one's innate sense of beauty and order in the universe.

37 The idea that God confronts man through the kerygma is called the

- a) existence of truth argument.
- b) cosmological argument.
- c) idea of blessedness.
- d) existential argument.

38 An example of the axiological argument for God's existence is that

- a) one's sense of beauty points to a Giver of beauty.
- b) one can have a mystical, subjective experience of union with God.
- c) people are aware of stimuli which are external to the mind.
- d) man has a hunger for something that satisfies his longings.

39 The biblical emphasis concerning the existence of God focuses on

- a) proofs of His existence.
- b) the ontological argument.
- c) the moral and ethical argument.
- d) God coming to man.

40 The greatest evidence of the living God is the

- a) physical beauty of the universe.
- b) changed lives of those who submit to His Lordship.
- c) descriptions of His character in Scripture.
- d) scientific evidence of purpose and design in nature.

PART 2—TRUE-FALSE QUESTIONS

• *Indicate whether each statement is TRUE or FALSE.*

- 41 The word *polemics* means to defend the Christian faith against those in the church who teach false doctrine.
- 42 If Christianity is going to endure, it must stand the test of truth.
- 43 The apologist's arguments cannot be based on experience alone, but must include valid truth claims.
- 44 The work of the apologist is to defend or present in a positive way the truth revealed in Scripture.
- 45 Judging by one's instincts is the highest level for testing truth.
- 46 The general definition of Ramm's Christian postulate includes the statement that the Christian religion reaches its highest expression in the incarnation of God in Christ.
- 47 Supernatural acts are meaningless with respect to verification that God acts in the universe.
- 48 There are no limitations to the test of coherence in theology because God created man in His image and likeness.
- 49 *A posteriori* arguments for the existence of God reason from effect to cause.
- 50 *A priori* pointers to God are based on man's "inside information" such as the fact that he has a conscience.

After answering all the questions in this UPE, refer again to points 3–5 under the heading *Taking Your Unit Progress Evaluations*. You will find these on the **INSTRUCTIONS** page in the front of this student packet.

UNIT PROGRESS EVALUATION 2

THE3013 Apologetics

(Unit 2—Lessons 5–9)

PART 1—MULTIPLE-CHOICE QUESTIONS

• Select the best answer to each question

- 1** There are five steps in the chain of events which explain why the Incarnation was necessary. The fourth involves the grace of God in
a) fellowship.
b) reconciliation.
c) alienation.
d) redemption.
- 2** In studying the sequence of steps which explains why the Incarnation was necessary, we saw that in the “depravity” step the situation between God and man was
a) alienation.
b) rebellion.
c) fellowship.
d) reconciliation.
- 3** According to John 1:14, Jesus “became flesh.” Erickson explains this by describing Jesus as being
a) more human than we are.
b) half-divine and half-human.
c) not fully human.
d) like sinful human beings.
- 4** Jesus never claimed that He was
a) less than God.
b) the Son of God.
c) in possession of divine attributes.
d) subject to human limitations.
- 5** Jesus’ designation of himself as the “Son of Man” was a reference to the fact that He
a) did not want to be placed on the same level as God.
b) was not fully aware of His deity.
c) was the fulfillment of biblical prophecy.
d) wanted to be seen as an ordinary human being.
- 6** One evidence that Jesus was who He claimed to be is that
a) everyone recognized that He was a good man.
b) He manifested the attributes of deity in His life and ministry.
c) He was able to deceive many people about His real intentions.
d) the stories about Him became legends that were embellished over the years.
- 7** Both the Gospels and the Epistles emphasize that, as to His character, Jesus was
a) unemotional.
b) without sin.
c) unresponsive to those around Him.
d) unaware that He was different.
- 8** The supreme proof of Jesus’ supernatural character is His
a) words of authority.
b) death.
c) resurrection.
d) effect on His disciples.
- 9** The one event that established the truth of Christianity was
a) Peter’s sermon on the Day of Pentecost.
b) the resurrection of Christ.
c) the Incarnation.
d) the crucifixion of Christ.
- 10** The most authoritative confirmation that Jesus’ death was a reality came from the
a) women at the Crucifixion.
b) centurion’s testimony.
c) apostle Peter.
d) four Gospel writers.
- 11** The strongest evidence for the empty tomb is that
a) all four Gospel accounts affirm that it was empty.
b) the stone was moved secretly.
c) the chief priests acknowledged that a miracle had occurred.
d) eyewitnesses thought they had come to the wrong tomb.
- 12** A good argument against the accusation that grave robbers stole the body of Jesus is that the
a) guards denied this.
b) grave clothes were neatly folded.
c) accusation was refuted by the apostle Paul.
d) four Gospels do not confirm this.

THE3013 Unit Progress Evaluation 2

- 13** The argument against the Resurrection that says the Jewish or Roman authorities moved the body of Jesus can be easily refuted, Little says, because
- the guards would have prevented them from doing this.
 - the women would have seen them and reported this.
 - a public burial ground was chosen for Jesus' burial.
 - if they had taken the body, they would have displayed it.
- 14** The best confirmation of the resurrection of Jesus comes from
- the sufficient number of competent, trustworthy eyewitnesses.
 - legends that have been passed down from that period.
 - what the Gospel records reveal about the event.
 - the three women who were the first to arrive at the tomb.
- 15** The best way to describe the disciples following Christ's resurrection is to say that they were
- frightened.
 - confused.
 - transformed.
 - surprised.
- 16** The most dramatic effect of the resurrection of Christ in the worship patterns of the disciples was their
- emphasis on worshiping on the Sabbath.
 - meeting for worship on the first day of the week.
 - refusal to go to the Jewish synagogues for worship.
 - emphasis on offering sacrifices in worship.
- 17** It would be difficult to support the idea that the Bible is the Word of God if
- circular reasoning is applied to the idea.
 - it did not make this claim for itself.
 - it asserted that this was indeed true.
 - one applied proper boundaries of logic to this idea.
- 18** When Ezra read the books of Moses to the people at a public gathering, he described what he was reading as
- "sacred writings."
 - "Moses' words."
 - "the law of the Jews."
 - "the words of the God of Israel."
- 19** What viewpoint concerning biblical inspiration says that the Bible is inspired with respect to spiritual matters but may be inaccurate regarding historical matters?
- Existential inspiration
 - Plenary inspiration
 - Mechanical inspiration
 - Dynamic inspiration
- 20** When the term *verbal inspiration* is used in reference to the Bible, it means that
- spoken words recorded in Scripture were inspired.
 - Bible passages *become* inspired as they are preached.
 - the Bible *contains* God's Word along with human errors.
 - the inspiration of Scripture includes every word.
- 21** Regarding biblical inspiration, 2 Timothy 3:16 indicates that
- all Scripture is "God-breathed."
 - the Bible was written by godly men.
 - the non-historical biblical content is inspired.
 - the inspiration is subject to human interpretation.
- 22** When we say that the Bible is *inerrant*, we mean that
- original autographs are divinely inspired and free from error.
 - personalities of its human authors are not revealed.
 - transmission of the text must be error-free.
 - accounts of similar events by different authors must be uniform.
- 23** The genealogies in Matthew and Luke illustrate the unity of Scripture because they link the
- Jews to the Gentiles.
 - prophets to the pre-Christian era.
 - Old Testament priesthood to the Christian church.
 - Messiah to the old covenant.
- 24** The comparison of all known manuscripts of a given work in order to trace variations in the text and discover its original form is known as
- higher criticism.
 - interpretive evaluation.
 - textual criticism.
 - textual transmission.
- 25** The Masoretic text is useful in establishing the accuracy of the present text of the Old Testament because it dates back to
- the days of Solomon.
 - about 150 B.C.
 - A.D. 900.
 - the early church era.
- 26** The most important result of the discovery of the Dead Sea Scrolls was that they provided scholars with the opportunity to
- understand the ancient community which preserved them.
 - determine the accuracy of our present biblical text.
 - compile the Hebrew canon as we have it today.
 - develop the Septuagint translation of the Old Testament.

THE3013 Unit Progress Evaluation 2

- 27** One strong argument to support the trustworthiness of the New Testament text as we have it today is that
- a) more than five thousand ancient Greek manuscripts of the New Testament have been preserved.
 - b) translations of the New Testament are available in many languages.
 - c) scholars have found no inconsistencies in the available manuscripts from the New Testament period.
 - d) a great span of time separates the existing manuscripts from the originals.
- 28** The John Rylands papyrus is valuable in confirming the trustworthiness of the New Testament because it
- a) is the only complete New Testament text in existence from the first century.
 - b) lists the early church fathers who gathered the New Testament canon.
 - c) is the first Latin translation of the New Testament.
 - d) is dated about A.D. 130 and contains a portion of John's Gospel.
- 29** In the Hebrew Scriptures, the books of Joshua, Judges, Samuel, and Kings are placed in the category called the
- a) Latter Prophets.
 - b) Writings.
 - c) Former Prophets.
 - d) Pentateuch.
- 30** The apocryphal books were omitted from the Protestant canon of the Old Testament because they were
- a) included in the Hebrew Scriptures.
 - b) quoted often by New Testament writers.
 - c) claimed to be the work of the Old Testament prophets.
 - d) excluded from the Hebrew Scriptures.
- 31** The biblical books received canonicity because they were recognized as being
- a) approved by the church fathers.
 - b) divinely inspired.
 - c) well-known religious writings.
 - d) authored by godly men.
- 32** The rule or canon for New Testament Scripture included the requirement that an accepted book must
- a) be either written or backed by an apostle.
 - b) have a Jewish author.
 - c) have been distributed widely among the churches.
 - d) be written in a scholarly, ecclesiastical style.
- 33** Biblical prophecies which are fulfilled can be used effectively by the apologist in his or her task of persuasion because they
- a) involve a causal relationship.
 - b) rely on guesswork.
 - c) deal with contingencies.
 - d) are broad and ambiguous.
- 34** One test of whether a prophecy comes from God is that it is
- a) unusual.
 - b) given several times.
 - c) fulfilled.
 - d) the natural result of given causes.
- 35** The biblical prediction of the fall of Nineveh demonstrates the characteristic of biblical prophecy, which is that
- a) the fulfillment is often unclear.
 - b) the fulfillment is what man's wisdom would have expected.
 - c) predictions are often contrary to expectations.
 - d) no specific details are given.
- 36** The New Testament references to Jesus as the "son of David" indicate the fulfillment of the prophecy in Genesis 49:10 that the promised Messiah would
- a) be a Jew.
 - b) come from the tribe of Judah.
 - c) be born of a virgin.
 - d) call Jerusalem His home.
- 37** Isaiah predicted that the Messiah would
- a) have the name Jesus.
 - b) be born in Bethlehem.
 - c) be resurrected in three days.
 - d) be born of a virgin.
- 38** Archaeology is valuable for the apologetic task because it
- a) provides proof of the miraculous acts of God recorded in the Bible.
 - b) explains all difficult biblical passages.
 - c) helps us to understand the chronology of biblical events.
 - d) identifies geographical sites mentioned in the Bible.
 - e) does both items c) and d).
- 39** Archaeologists have learned a great deal about the culture of ancient Babylonia by studying
- a) clay tablets from Nuzi.
 - b) the Moabite stone.
 - c) excavations at Megiddo and Hazor.
 - d) excavations at Ur of the Chaldees.
- 40** Excavations at Hazor and Megiddo have been valuable in
- a) describing the methods of shipping at the time of Moses.
 - b) confirming the battle between Moab and the kings of Judah and Israel.
 - c) revealing similarities in the two cities during Solomon's time.
 - d) disclosing that the name of Israel's God was Yahweh.

PART 2—TRUE-FALSE QUESTIONS

■ Indicate whether each statement is *TRUE* or *FALSE*.

- 41 History has neither confirmed nor disproved Jesus' claims of deity.
- 42 Philippians 2:5–8 describes Jesus as one who was genuinely humble and willing to give up His own rights for the sake of others.
- 43 The Scriptures record only three appearances of Christ following the Resurrection.
- 44 Without God's revelation in Scripture, we could not know about Him and His purposes.
- 45 It is more accurate to say that the Bible *contains* the Word of God than to say that it *is* the Word of God.
- 46 A comparison of Isaiah 38–66 in the Dead Sea Scrolls and the Masoretic text reveals major differences in the two texts that scholars cannot explain.
- 47 The first New Testament manuscripts were written in the codex form using uncials.
- 48 The New Testament canon was recognized as authoritative at the Council of Carthage in A.D. 397.
- 49 Prophecies in Zechariah predicted with great accuracy some of the events that later occurred during the reign of Alexander the Great.
- 50 Apologists can say with assurance that archaeological studies support rather than refute the testimony of biblical authors.

After answering all of the questions in this UPE, refer again to points 3–7 under the heading *Taking Your Unit Progress Evaluations*. You will find these on the **INSTRUCTIONS** page in the front of this student packet.



STUDENT'S REQUEST TO TAKE FINAL EXAMINATION THE3013 Apologetics, Fourth Edition

We are very pleased that you are nearing the completion of this course. At this point you will want to make arrangements to take your final examination. You may do so by filling in this form and sending it to your enrollment office. In this way, your advisor can make an appointment for you to take the final examination.

Please print in block (capital) letters, one letter or number per box.

Your name:

Your student number: -

Your current address (if changed since enrolling in this course):
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If you are taking this course as a part of a school class, what is the name of the school?
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Name, address, and phone number of examination supervisor (if known):
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Unless the time and date for your examination have already been arranged, use this box to request an appointment.

DATE	MORNING	AFTERNOON	EVENING
First Choice	<input type="text"/>	<input type="text"/>	<input type="text"/>
Second Choice	<input type="text"/>	<input type="text"/>	<input type="text"/>
Third Choice	<input type="text"/>	<input type="text"/>	<input type="text"/>

FOR OFFICE USE ONLY

Director:

1. Sign or stamp.
2. Make a copy of this information for your files.
3. You should have already received a final examination for this student. If you do not have the exam, please send this form to the I.O.

Signature or stamp

Note: The final grade for this course cannot be computed or recorded until the subject enrollment card (SEC) for this course and the grade for any required projects have been received by the International Office.

WORKERS AND CHILDREN IN THE FARMING COMMUNITIES AND THE RURAL MIGRATION PHENOMENON

Concerning the rural migration phenomenon in the Soviet Union, the following statements were made by a conference of economists and statisticians in 1956:

"The rural population is moving from agriculture to non-agriculture, from agriculture to towns, from agriculture to the countryside, from agriculture to the country side."

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UNIT PROGRESS EVALUATION 3

THE3013 Apologetics

(Unit 3—Lessons 10–13)

PART 1—MULTIPLE-CHOICE QUESTIONS

• Select the best answer to each question

- 1** David Hume's rationalistic view of miracles included the idea that they were
- divine interventions in human affairs.
 - violations of natural law.
 - supernatural acts of God.
 - independent occurrences with no outside control.
- 2** Naturalists claim that miracles are impossible because
- God does not interfere in human affairs.
 - nothing exists outside of natural law.
 - every occurrence of natural law is an act of God.
 - man is holistic by nature.
- 3** In order to confirm the reality of miracles, one must first
- be an eyewitness to a miracle.
 - experience a personal miracle.
 - assume that the hypothesis of miracles is true.
 - understand the limitations of natural law.
- 4** The word *semeion* in the Gospel of John emphasizes the value of Jesus' miracles as
- miraculous signs performed for a purpose.
 - powerful displays of remarkable abilities.
 - unusual demonstrations of natural law.
 - symbolic illustrations of spiritual concepts.
- 5** Miracles do NOT confirm that
- the claims of Jesus are true.
 - man's nature is holistic.
 - the universe is a closed system.
 - God is compassionate.
- 6** Miracles are necessary to demonstrate that
- natural law is the normal manner by which God governs the universe.
 - all rational people are biased against unusual events.
 - we should give naturalistic explanations of phenomena whenever possible.
 - God stands outside of nature and is Lord over nature.
- 7** According to C. S. Lewis, "miracles of the Old Creation"
- are normal occurrences which function according to natural laws.
 - focus on God's future actions in the universe.
 - occurred during the early part of the Old Testament period.
 - reproduce operations already seen on the large scale.
- 8** The claim by some that miracles in the Bible cannot be verified by reliable testimony can best be refuted by the statement that
- they all occurred in public places.
 - only Jesus' opponents denied His miracles.
 - those who experienced miracles became preachers of the gospel.
 - not even Jesus' opponents denied His miracles.
- 9** The best conclusion regarding the possibility of miracles still happening today is that
- God still miraculously saves souls and answers prayer.
 - God no longer operates this way.
 - since we have the Bible, we do not need miracles today.
 - most evangelical believers do not accept this possibility.
- 10** The purpose of science is to
- explain the natural world.
 - refute religious beliefs about God.
 - describe observable phenomena.
 - explain origins and destinies.
- 11** Through the scientific method developed by Francis Bacon, scientists have
- arrived at a correct, undisputed understanding of the beginning of the universe.
 - come to a complete agreement with the biblical account of creation.
 - assumed certain probabilities on the origin of the universe.
 - renounced all forms of evolution in nature.
- 12** One factor that created conflict between early scientific inquiry and Christian belief was
- what the Bible taught concerning the age of the universe.
 - the anti-God beliefs of very early scientists.
 - the eighteenth-century spirit of inquiry which tended to deify man.
 - the effort of scientists to explain the phenomenon of miracles.

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- 13** A basic philosophical view of science which conflicts with the biblical point of view is that
- all truth is relative.
 - man has hope for the future.
 - spiritual experience is valid.
 - the natural order is a derived and dependent order.
- 14** A biblical synthesis will recognize that there is a distinction between
- science and natural law.
 - the natural order and the supernatural order.
 - the intellect of scientists and that of Christians.
 - the demands of the Bible and of genuine scientific discovery.
- 15** The theory which holds that the universe is infinite and eternal is called the
- Steady State Theory.
 - Big Bang Theory.
 - Oscillating Universe Theory.
 - Planck Theory.
- 16** Which scientific theory is in harmony with the biblical account of creation?
- The Big Bang Theory
 - The Oscillating Universe Theory
 - The Steady State Theory
- d) All the above.
- e) None of the above.
- 17** The only information the Bible gives with certainty about the age of the universe is that it is
- about six thousand years old.
 - several million years old.
 - six billion years old.
 - not eternal.
- 18** Which of these views, according to Thiessen, allows for the “geological ages, evolutionary process, and the active involvement of a creator God”?
- Naturalistic evolution
 - Thomistic evolution
 - Emergent evolution
 - Theistic evolution
- 19** The view of Henri Bergson that evolution is a whole series of creative acts instead of mere chance development is called
- naturalistic evolution.
 - theistic evolution.
 - emergent evolution.
 - Thomistic evolution.
- 20** The view that God created things suddenly but at various times during the geological ages is called the
- progressive creative catastrophism theory.
 - alternate day-age theory.
 - revelation day theory.
 - day-age catastrophism theory.
- 21** The problem of evil as stated by David Hume includes the idea of tension between God's
- love and justice.
 - goodness and power.
 - will and authority.
 - righteousness and compassion.
- 22** Which of these words best describes the concept of metaphysical evil?
- Imperfection
 - Immorality
 - Illness
 - Theodicy
- 23** The dualistic version of evil as an instrument views life as involving
- both pain and freedom from pain.
 - an ongoing struggle between good and evil.
 - various degrees of evil.
 - more good than evil.
- 24** Leibniz's theory of compossibility explains that evil is
- the result of weakness in God's design of the universe.
 - necessary as we know it in order to have the best of all possible worlds.
 - present in the world because God gave man the freedom of choice.
 - like a force that is simply a given over which one has no control.
- 25** For Karl Barth the final answer to the irrationality of evil lies in the
- philosophical approach.
 - cross of Christ.
 - doxological verdict.
 - recognition of metaphysical lack.
- 26** The doxological concept of evil emphasizes that, for the Christian,
- the cross of Christ makes it possible to endure evil.
 - his or her future life in God's presence makes suffering bearable now.
 - evil does not exist because Christ has triumphed over death.
 - God is to be praised in every circumstance, good or bad.

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27 Job was able to endure his suffering because he

- a) knew it was good for him to suffer.
- b) trusted in God's providence.
- c) realized it was a testimony to his friends.
- d) had faith that God would restore his earthly blessings.

28 In Luke 13:1-5 Jesus used two tragic incidents to teach His disciples that evil is

- a) a force in the world over which God has chosen to exercise no control.
- b) necessary to develop true Christian character.
- c) simply the result of being subjected to the immoral acts of others.
- d) not necessarily the result of people's specific sinful acts.

29 A biblical synthesis concerning the problem of evil indicates that evil is a necessary result of

- a) a force that is greater than God.
- b) the imperfect nature of man that makes him sin.
- c) God's gift to His created beings of freedom of choice.
- d) God's decision to allow the world to operate according to natural law.

30 Romans 5:12 indicates that, with regard to judgment for sin, it is

- a) the devil who makes one sin.
- b) man's own actions that condemn him.
- c) God's judgment that determines man's destiny.
- d) impossible for anyone to please God.

31 Christians must be careful to use sound arguments when presenting the truth about Christ so that they will not be accused of

- a) using persuasion.
- b) appealing to human needs.
- c) brainwashing.
- d) having strong convictions.

32 To refute the accusation that Christianity is a harmful aberration or insanity, the Christian can demonstrate that

- a) his mental state in other areas of his life is perfectly normal.
- b) those who deny God are unable to determine a believer's mental state.
- c) he has not been manipulated to accept Christianity.
- d) by repeated conditioning he can win over his accusers.

33 In considering the totality of man's being from the believer's viewpoint, the body is seen as the

- a) temple of the Holy Spirit.
- b) cause of all evil.
- c) least important part of man's composition.
- d) crowning glory of man.

34 Because of man's composition, his mental assent to the truth of Christianity must be accompanied by

- a) the separation of body and spirit.
- b) an ability to explain that truth.
- c) a knowledge of the rules related to that truth.
- d) experience confirmed by truth.

35 A good argument from Christian experience which one can use with an existentialist is that Christianity

- a) tells one how to live.
- b) is centered on truth.
- c) provides moral power.
- d) gives meaning to life.

36 The attribute of joy in a Christian's life demonstrates that the causal agency of Christian experience is

- a) relief for deliverance from sin.
- b) a sound Christian apologetic.
- c) the blessings of the new life.
- d) Jesus Christ.

37 In order to understand where history is taking us, we must first acknowledge that

- a) human attempts to interpret history must be judged in the light of biblical interpretation.
- b) there are many valid philosophies concerning the future direction of life as we know it.
- c) the Bible should not be viewed or relied upon as a history book.
- d) history lies in the field of secular studies and should not be confused with spiritual matters.

38 When accepted principles of textual and historical criticism are applied to the four Gospel records, we find that these accounts are

- a) not complete enough to confirm the historical record about the life of Christ.
- b) unnecessary as an apologetic tool to validate the claims of Christ.
- c) trustworthy documents with valid data for the life of Christ.
- d) of little value in terms of the nature of man or the meaning of history.

39 Which statement correctly summarizes the implications of biblical Christianity?

- a) God controls history.
- b) History is cyclical with alternating periods of progression and regression.
- c) God is interested in humanity.
- d) God has invaded history in the person of Jesus Christ.
- e) a), c), and d) above

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40 A reasonable biblical response to the question "Where is history taking us?" as revealed through already fulfilled prophecy is that

- a) man now has medical and scientific knowledge to make this world a heaven on earth.
- b) in every generation there are advances to a better world.
- c) the world is gradually becoming one large, harmonious community.
- d) the world is out of control and heading for disaster.
- e) the second coming of Christ is imminent.

PART 2—TRUE-FALSE QUESTIONS

• Indicate whether each statement is *TRUE* or *FALSE*.

41 Two presuppositions of miracles are that God exists and the universe operates by natural law.

42 God's providential care of the universe is described in our study as a miracle.

43 Miracles give a low view of God because they indicate that His universe is less than perfect.

44 Early scientists such as Galileo and Bacon did not rule God out of their efforts to investigate the universe.

45 There is no conflict between pure naturalism and belief in a Creator God.

46 Cosmology involves a study of the nature of the universe.

47 The reality of evil in the world indicates that there are some problems concerning the character of God.

48 God's answer to the problem of evil was the death of His Son on the cross.

49 The concept of *Christian experience* rules out the necessity of objective criteria upon which to base subjective experience.

50 Creation, redemption, and the consummation of history are all part of God's eternal plan for His people.

After answering all of the questions in this UPE, refer again to points 3–7 under the heading *Taking Your Unit Progress Evaluations* and points 1–3 under the heading *Taking Your Final Examination*. You will find these on the **INSTRUCTIONS** page in the front of this student packet.



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